DOCUMENT RESUME

ED 209 038 RC 013 002

AUTHOR	Pulu, Tupou L.; Pope, Mary L.
TITLE	Our People, Our Land. A Report of the Annual Bilingual-Multicultural Education Conference (6th, Anchorage, Alaska, February 13-15, 1980).
INSTITUTION	Alaska State Dept. of Education, Juneau.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.
PUB DATE	80
GRANT	G007902511
NOTE	42p.; For related documents, see ED 204 047 and RC 013 003. Photographs will not reproduce clearly.
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Administrator Role; Alaska Natives; American Indian Culture; American Indian Education; American Indians; Asian Americans; *Bilingual Education; Cross Cultural Training; Cultural Activities; Cultural Education; Elementary Secondary Education; Eskimos; *Ethnic Groups; *Intercultural Programs; *Multicultural Education; Parent Participation; *Program Descriptions; School Personnel; Student Participation; Teacher Participation; Training Objectives; Workshops
IDENTIFIERS	*Alaska; Cultural Arts

ABSTRACT

Sponsored by the Alaska Department of Education, the Sixth Annual Bilingual-Multicultural Education Conference of 1980 was a major activity of the Department and was designed to provide training assistance to all persons involved in bilingual-bicultural education programs: administrators, teachers, students, and parents. Following the keynote address, participants had the option of registering in workshops on either a credit or non-credit basis. The workshops offered an overview of the bilingual-multicultural program, direction in curriculum and instructional materials development, and training sessions in classroom instruction for teachers. A multicultural arts program enabled participants to experience the art forms of the cultures represented. The report is illustrated with numerous photographs of participants and activities. (CM)

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OUR PEOPLE, OUR LAND

A Report of the
Sixth Annual Bilingual-Multicultural
Education Conference

RC013002

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Alaska State Department of Education

Our People, Our Land

A Report of the Sixth Annual Bilingual-Multicultural Education Conference February 13-15, 1980

Prepared by
Tupou L. Pulu
and
Mary L. Pope

For the Alaska State Department of Education
Marshall Lind, Commissioner
Judy Franklet, Bilingual-Bicultural Education Program Manager
Michael Travis, Education Specialist

This project has been supported by funds from the following sources:

Title VII ESEA Grant #G007902511 to the Alaska State Department of Education
Alaska State General Funds fo the Alaska State Department of Education

Although the activities that are summarized in this publication were carried out with funds from sources specified above, no official endorsement of the opinions expressed herein by the Alaska State Department of Education and the U.S. Office of Education, Office of Bilingual Education and Minority Language Affairs should be inferred.

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Production assistance provided by the
National Bilingual Materials Development Center
Rural Education, University of Alaska
2223 Spenard Road, Anchorage, Alaska 99503
Dr. Tupou L. Pulu, Director
and
Bilingual Education Services
1400 West 23rd
Anchorage, Alaska 99503

This conference report is dedicated to Judy Franklet for her years of service to promoting bilingual-bicultural education in Alaska.

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ACKNOWLEDGEMENTS

The writers gratefully acknowledge the assistance provided them in the preparation of this report by the following people: Judy Franklet, for providing all the necessary data and for suggesting the content outline; Judith Strohmaier, who facilitated our quest for pictures; Sabre McCracken, who took all the black and white pictures, and Mike Travis, for editing the material and for identifying the people in the pictures.

Anchorage, Alaska
September 12, 1980

Tupou L. Pulu
Mary L. Pope

A special "THANK YOU" is due the following people and organizations who made the Sixth Annual Bilingual-Multicultural Education Conference a great success:

SPONSOR

Alaska State Department of Education
Thelma Langdon, President, State Board of Education
Marshall Lind, Commissioner of Education
Judy Franklet, Conference Chairperson
Mike Travis, Education Specialist
Judith Strohmaier, Conference Coordinator

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Northwest Arctic Schools
Southwest Region Schools
St. Mary's Public Schools
Tuma Theatre
Yukon Flats Schools
Yukon/Koyukuk Schools
Wainright Dancers
Gajaa Heen Dancers
High School Students
Hooper Bay School Dancers

INTRODUCTION

During the school year 1979-80, twenty-eight of Alaska's fifty-two school districts implemented bilingual-bicultural education programs. These programs were transitional, full or partial maintenance in nature or provided for the teaching of supplementary English skills and concepts. In all, 8,500 students from fifty-six different language backgrounds were served by bilingual-bicultural education programs supported through the Alaska Public School Foundation Support Program at a level of approximately $7.2 million.

The Sixth Annual Bilingual-Multicultural Education Conference, sponsored by the Department of Education, was a major activity of the Department in providing training assistance to all persons involved in bilingual-bicultural education programs: administrators, teachers, students, and parents. In addition, the Conference enabled participants to share their rich multicultural wealth through the arts of their respective cultures.

It is the hope of the Department of Education that this report will enable participants to reflect upon the Conference, recall what was learned and shared, and above all, to savor those memories of events that united us all as bilingual-multicultural educators.

For our friends who could not attend the Conference, the Department hopes that this report will help demonstrate the vitality of bilingual-multicultural education in our state and reveal the wealth of Alaska—Our People, Our Land.

Mike Travis
Juneau, Alaska

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An Executive Proclamation

Alaska continues to recognize the potential wealth of its human resources. The State's commitment to Bilingual-Multicultural Education is demonstrated through its educational programs offered in Alaska's public schools. It is the pledge of the State of Alaska to maintain our rich and varied cultures, and histories, and simultaneously to offer an overall quality education. In commemoration of Alaska's commitment to Bilingual-Multicultural Education, "Our People, Our Land", has been selected as the theme of the Sixth Annual Bilingual-Multicultural Education Conference in Anchorage, Alaska, February 13th to the 15th. Therefore, I, Jay S. Hammond, Governor of the State of Alaska, do hereby proclaim the week of February 10th, 1980 as Alaska Multi-Ethnic Education Week in recognition and celebration of Alaska's rich cultural heritage, and encourage all Alaskans to acquaint themselves with the Bilingual-Multicultural Education programs offered throughout our public school systems.

Juneau, Alaska
February 7, 1980
Jay S. Hammond, Governor of Alaska

The Executive Proclamation recorded above was delivered by Terry Miller, Lieutenant Governor, to the conference. In his speech he also stated, "... In the news so much today we hear about Alaska's emerging prominence in the world as a resource rich giant. We talk about oil and gas and minerals. We talk about the precious commodities. We talk about our fish and our protein. We talk about our agriculture and the many things which this rich state of Alaska can offer the world, but I think that in a conference like this, perhaps more than at any other time, we can recognize that the **most valuable resource of all of Alaska is her people."**

"Our People, Our Land"

This is the theme for the Sixth Annual Bilingual-Multicultural Education Conference held in Anchorage on February 13—15, 1980, which brought together the people of our various cultures from every part of the Great Land—Our Land of Alaska.

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Lucy Jensen, who suggested the theme for the conference, is a student in Kiana High School, Kiana, Alaska. She is one of the leaders of the Alaska Association of Student Government.

PRECONFERENCE . . . Tuesday, February 12

The Alaska State Advisory Council for Bilingual-Bicultural Education held its third quarterly meeting in Anchorage as part of the preconference activities. Members of this council include the following:

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Front Row from left to right:

	Geographic Representation	Cultural Representation
Millie Buck Senior Member	Interior	Athabascan
Hannah Loon	Northwest	Inupiaq
Anna Maria Farrero Vice-Chairperson	Southwest	Yup'ik
Eileen McLean	North Slope	Inupiat
Missing:		
Linda Evans	Interior	Athabascan
Levi Hoover	Southwest	Yup'ik
Tupou L. Pulu	State Wide	Tongan

Back row left to right:

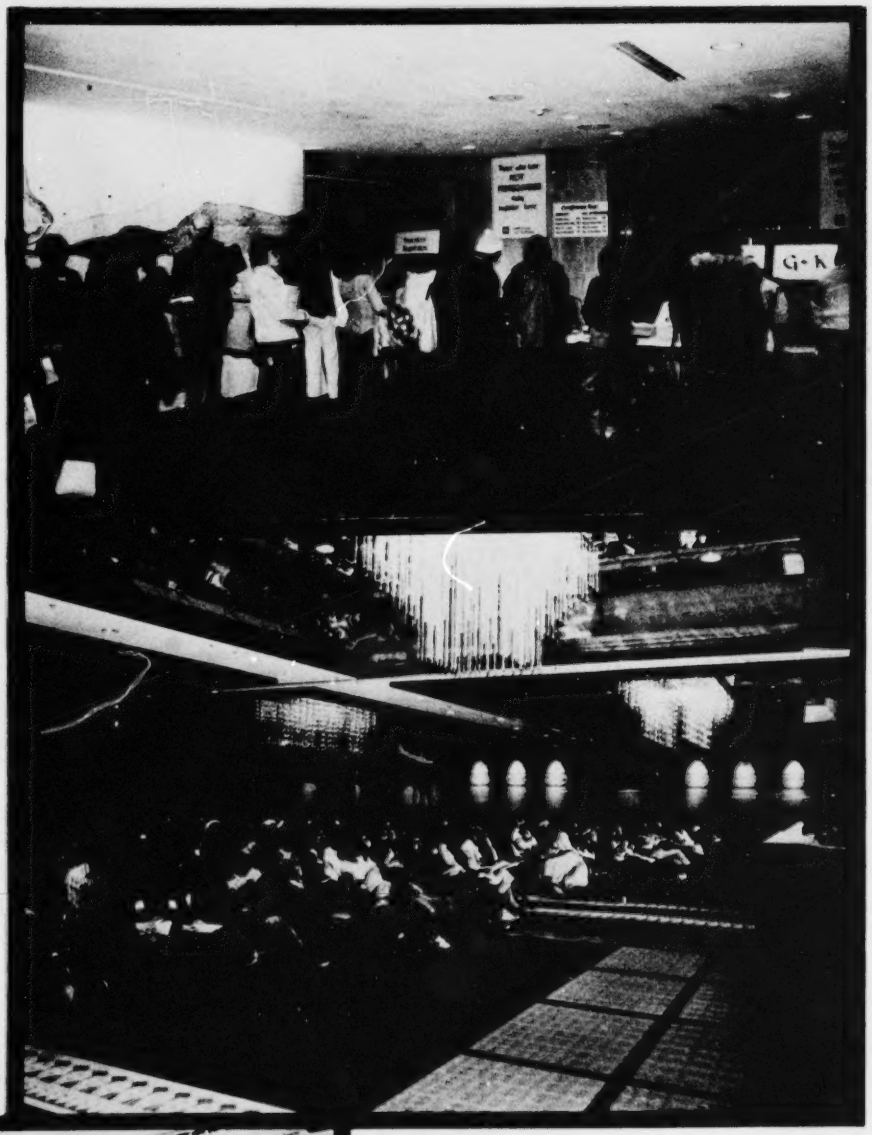
	Geographic Representation	Cultural Representation
Judy Franklet	Department of Education	
Emma Widmark Chairperson	Southeast	Tlingit
Ernest Casulucan	State Wide	Asian
Tsuguo Arai	Southcentral	Asian
Andrew Paukan	Western	Yup'ik

Other Activities included a meeting of the conference presenters, the Department of Education Staff, the Conference Staff, and the Advisory Council. Certain high school students also held an orientation program to the conference itself and to general issues concerning Bilingual-Multicultural education.

Conference activities began with the registration of walk-in participants at Calista Square in the Sheraton Anchorage Hotel where the conference was held. More than five hundred participants had preregistered by mail prior to the opening of the conference.

By 10:00 A.M., a large audience had assembled in the Grand Ballroom to await the beginning of the General Session of the conference.

Participants



Council members and speakers assembled for the opening session of the conference.

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Seated is Marilou Madden.
Standing is Emma Widmark

Emma Widmark, Chairperson of the Alaska State Advisory Council for Bilingual-Bicultural Education of the Alaska State Department of Education, followed Marilou Madden, Acting Director, Division of Management, Law and Finance, Department of Education, and Conference Convener in welcoming the participants to the Sixth Annual Bilingual-Multicultural Education Conference.

Walter Furnace
Welcoming the participants

A warm welcome to all conference participants was extended by Walter Furnace, President of the Anchorage School District School Board. Mr. Furnace went on to give some facts about his district's Bilingual-Bicultural programs and ended by saying, "At a time of rising costs, tremendous drop in student enrollment, and other problems that our district, plus your district, will be facing, I'm again very, very pleased to announce on behalf of our board that we are solemnly behind the Bilingual-Bicultural programs."

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KEYNOTE ADDRESS

Dennis Demmert
Staff Assistant to the President
University of Alaska

"We Don't Make Good White Folks" (Can We Be Good At What We Are?)

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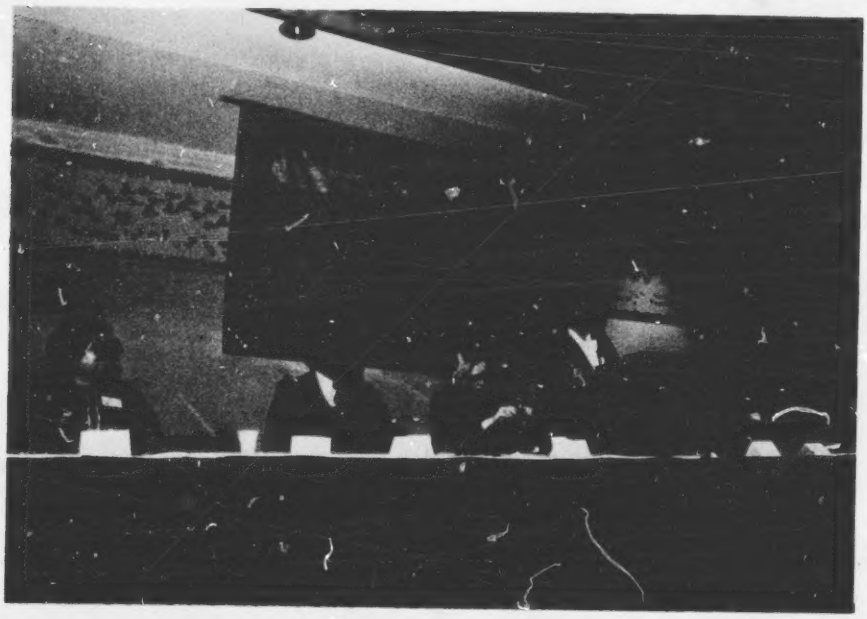
Based on three beautiful memories Mr. Demmert had of his Tlingit past when he grew up in Craig and Klawock in Southeastern Alaska—"the sharing, the working together to help each other out, being part of a larger society"—he raised the following questions:

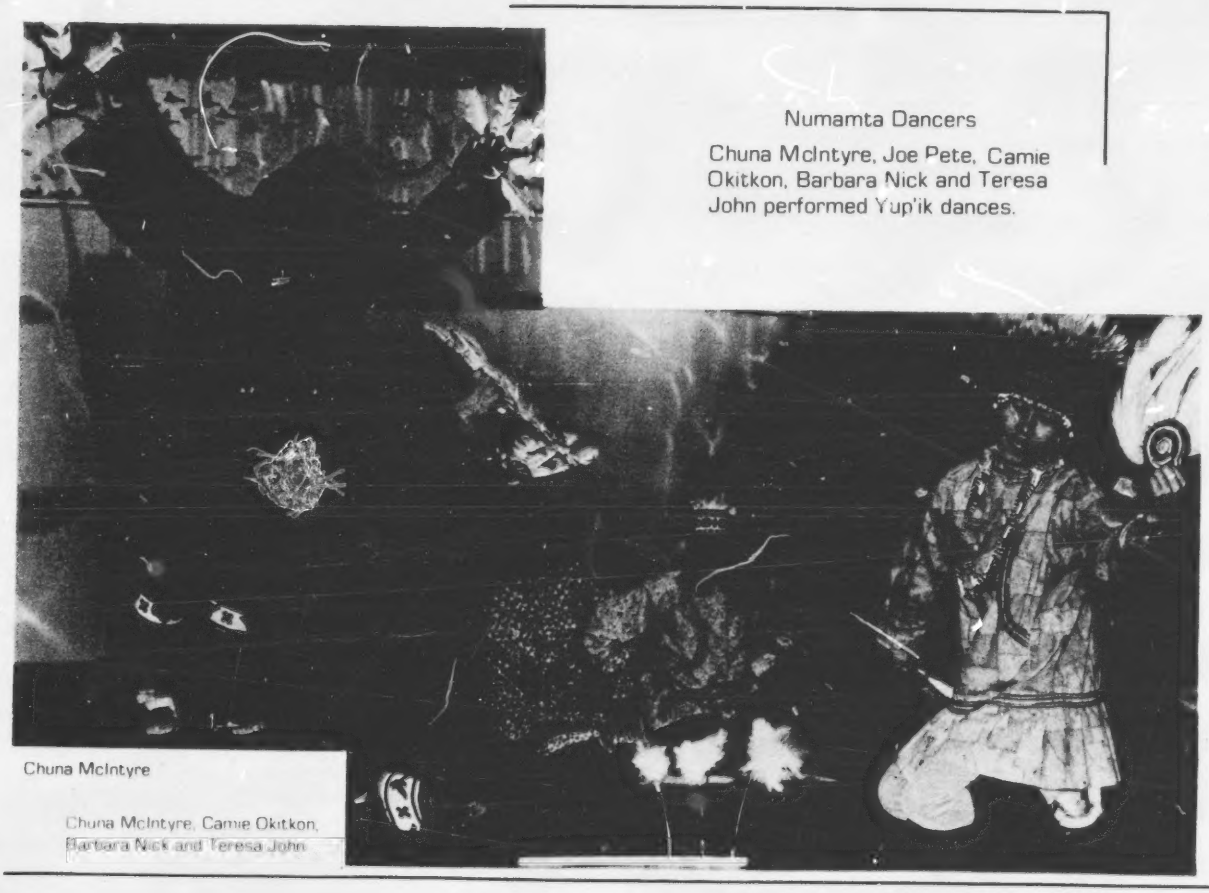
- How much of our own culture is sacrificed in change?
- Can we maintain integrity of our cultural background?
- What is there in our cultural background that is worth retaining?
- Can we find that which is valuable in the culture we are adjusting away from in some respect in those cultures that we are adjusting to?

"Because of the way Alaska is changing, there is no doubt that we must adjust . . . Let's adjust but let's look at the values, the ways of life that we're moving away from because there is still something valuable there, and it's valuable for each one of us individually, and I think it's valuable for the Alaskan society . . . Because social linguists who are studying language have said many times that our language and our culture are closely tied . . . they cannot be divided and looked at separately, then you . . . people in Bilingual-Bicultural-Multicultural Education have a real opportunity to examine not only the mechanics of language, but also its meaning culturally . . . I hope that this kind of Bilingual-Multicultural Conference continues. I hope that there will continue to be a strong emphasis on the multicultural nature of Alaska, and I hope that there's not only the theme of adjusting, which is essential, but I hope that a major second theme is that there is some real value in those cultures that we're having to change, that we're having to move away from because of conditions that we don't have any control over."



Judy Franklet giving conference announcements

Judy Franklet, Bilingual-Bicultural Education Program Manager and Conference Chairperson after acknowledging the presence of the participants, emphasized that from the department's perspective, "We are here primarily to improve instruction in the classroom for our students—for our young people . . . to increase our knowledge, improve our skills and abilities in the classroom, in our management practices, and you have come here for your own reasons. . . I would like you to turn around and share with that person next to you your reason for being here, and I would like you to make a commitment to that person that you will plan to implement at least one idea from this conference, and you're going to share that idea within the framework of this conference."



Chuna McIntyre

Chuna McIntyre, Camie Okitkon, Barbara Nick and Teresa John

Numamta Dancers

Chuna McIntyre, Joe Pete, Camie Okitkon, Barbara Nick and Teresa John performed Yup'ik dances.

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WORKSHOP SESSIONS . . . Wednesday 1:30 P.M.—6:00P.M.

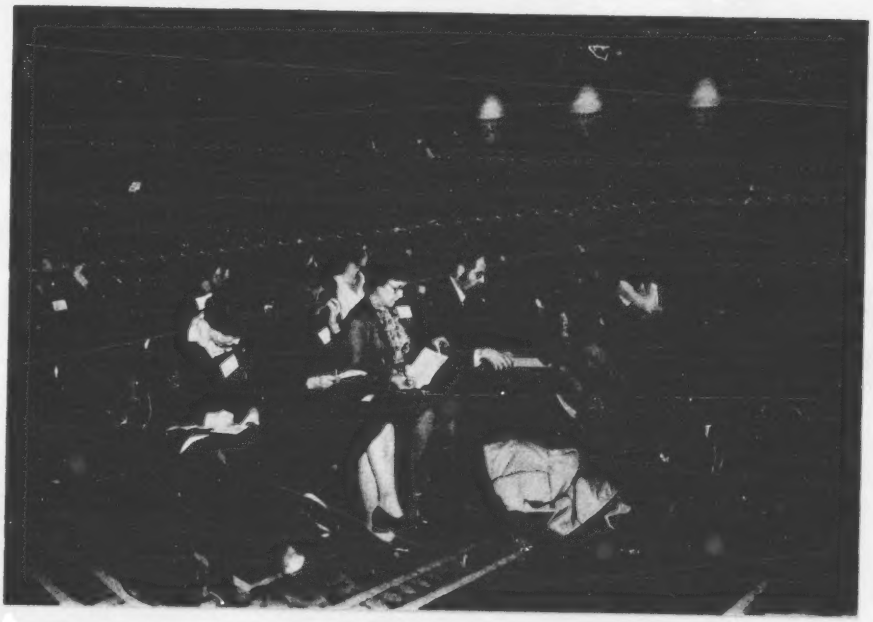
Workshop sessions were well attended by conference participants who had the option of registering by 1:30 P.M. on this day with any one of the following institutions:

For one credit

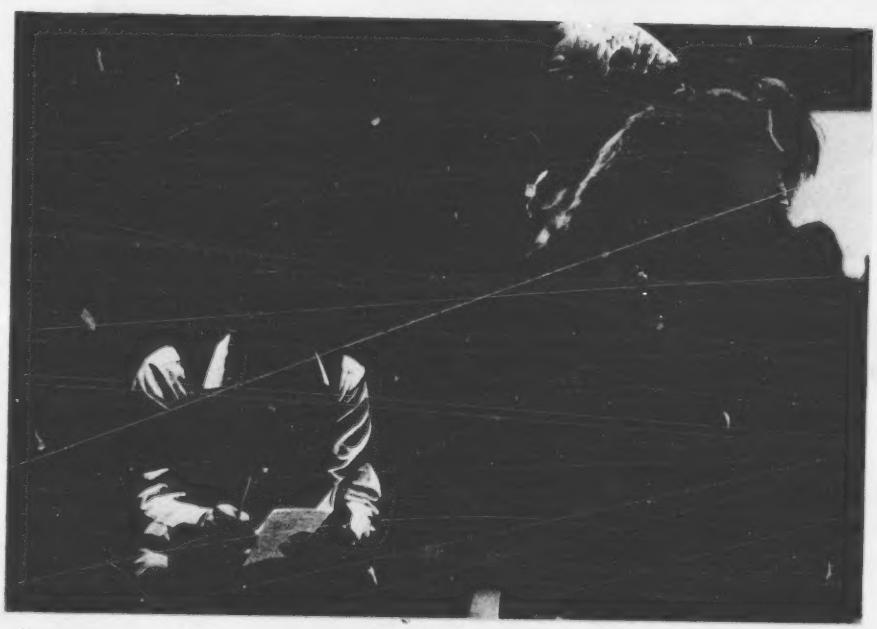
Alaska Pacific University
Inupiat University of the Arctic
Sheldon Jackson College
University of Alaska

For one non-academic credit

Alaska State
Department of Education



Participants in
workshop sessions



Roy Corrall and others—
which workshop to attend?

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WORKSHOP SESSIONS . . . Wednesday, 1:30 P.M.—3:00 P.M.

Participats chose from the following offerings:

★ "Curriculum Development: Inupiat Program of the Northslope Borough School District

Eileen MacLean, Panel Leader
Frances Mongoyak
Alice Weber
Dave Baumgartner
Myrtle Akootchook
Alice Woods
Mildred Leavitt

Program Introduction and Overview was done by Eileen MacLean—discussion centered on the Inupiaq Material Center, staffing of teachers, funding, services provided, teacher training, philosophy, and parent involvement.
Curriculum Development was given by Dave Baumgartner and Myrtle Akootchook—discussed types of materials and curriculum, and the process of development.
Classroom Instruction was given by Frances Mongoyak, Mildred Leavitt, Alice Weber, and Alice Woods—demonstrations of actual lessons, songs, projects, and materials used according to the curriculum guide. They also gave an explanation of utilizing the curriculum guide and how to put it into a lesson plan format.
Final discussions were on types of workshops offered to the teachers, village travel within the North Slope Borough villages, and higher education provided for the Inupiaq teachers.

WORKSHOP SESSIONS . . . Wednesday 1:30 P.M.—4:30 P.M.

★ Development and Use of Yup'ik Second Language Materials

Mark Hiratska, Panel Leader
Andrew Paukan

★ "Cultural Considerations in Teaching Korean Students"

David Choi

★ "The Arts as a Vital Component of Bilingual-Bicultural Education"

Ira Perman, Panel Leader
Carla Michalove
Rick Goodfellow
Nancy Starling

★ "Variations of English and Implications for Classroom Instruction" (Part One of two continuous presentations)

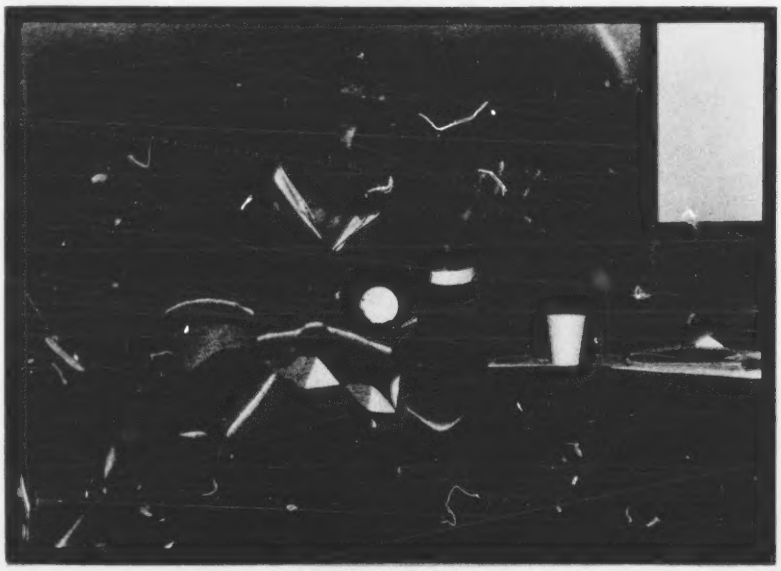
Gina Cantoni-Harvey

Perspectives on language variation; samples of varieties of English in the U.S. and abroad; a checklist of phonological, syntactical and lexical differences—a discussion of samples of Indian English—how to expand students' stylistic repertoires and increase their communicative competence (oral and written)—implications of language diversity for teaching reading: process and product.

★ "Culture and Language Revitalization in American Schools: Implications for Bilingual-Multicultural Program Development" (Part One of three continuous presentations)

Carlos Ovando

To analyze the historical, social and legal forces which seem to promote language and culture interest in American schools—to examine the conflicting perceptions surrounding pluralistic education—to present contemporary views of selected minority learning movements . . . to examine learning styles as they are mirrored in pluralistic classroom processes, teachers' texts, students' texts, and teacher preparation institutions—to analyze the heterogeneous mix of bilingual-bicultural programs in the U.S. and draw from these programs' implication for program conceptualization, implementation and evaluation. Underlying Assumptions of this series of workshops: that language and culture form a permeable membrane which strengthen the human experience; that education should enable the learner to come to terms with life from a point of strength.



Carlos J. Avando
during his workshop

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★ "Designing and Implementing Programs for Indochinese Students: Cultural, Linguistic, Educational Backgrounds, Program Models"

Phu Dinh Hoang

Vietnamese culture: A survey—an awareness exercise—who are the Vietnamese?—a legend—cultural characteristics and values; land, time and humanism—religions: Confucianism, Buddhism, Taoism, Christianity, the three teachings combined, The Cult of Ancestors—basic behavior patterns: eye-contact, physical contact, yes, crossed arms, standing up, smiles, both hands, bow, praise and being praised—personal traits: patience, indirectness, permanence, appearance—Vietnamese language: a contrastive analysis—program models.

★ "The Nikolaevsk Bilingual-Bicultural Education Program

Robert Moore and Staff

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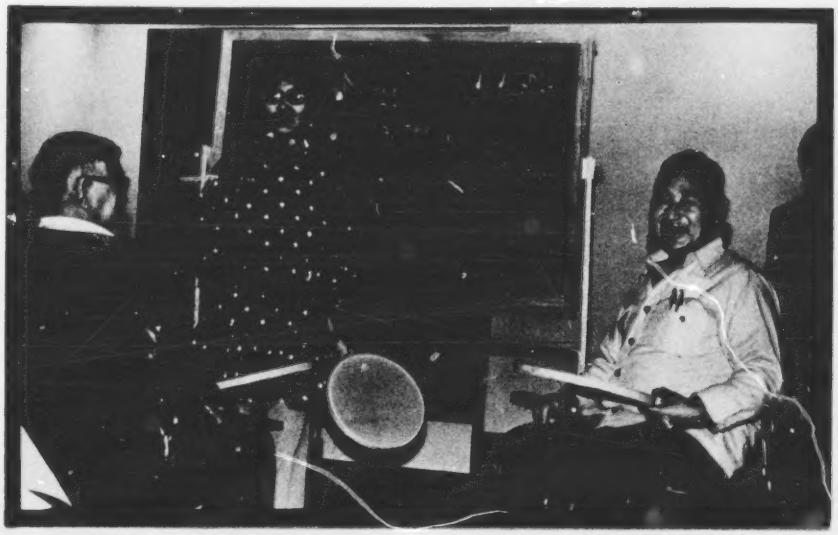
★ "Bilingual-Bicultural Instructional Materials: What's Available and How to Use Them"

Tupou L. Pulu

Participants were given information on materials available from the National Bilingual Materials Development Center as well as bibliographies provided by other organizations throughout the state—student Eskimo drums made of sewing hoops and commercial parachute materials were passed out to the participants to use in learning Eskimo dance rhythms—David and Dinah Frankson of Point Hope, Oscar Swan of Kivalina, Weir Negovanna of Wainwright and a Gambell drummer from St. Lawrence along with Thomas Johnston of the University of Alaska made the presentation of materials for teaching Native music in the bilingual-bicultural education very interesting—the workshop session ended with a tour of the National Bilingual Materials Development Center where the participants were shown a variety of materials and given samples of how to adapt traditional story materials for their own use in their classrooms.



David Frankson and Dinah Frankson of Point Hope, Oscar Swan of Kivalina, Thomas Johnston of the Music Department of the University of Alaska assisting Tupou L. Pulu with her workshop presentation

★ "Foundations and Methodologies for Teaching English as a Second Language"

Vicki Lee Ross

Introduction to ESL Methodologies and Techniques: historical background, definitions of methodologies and techniques—Methodologies: grammar-translation, direct method, and audio-lingual method—comparison and contrast of first three methods.

★ "Communicative Style and Discrimination in Alaskan Schooling"

Ron and Suzanne Scollon

Presented basic ideas used to discuss communicative style and discrimination in Alaskan schooling. BBC training film was used to show how small misunderstandings between two individuals can get blown up into major misunderstandings and even racial and ethnic stereotypes. The film helped to make clear the basic principles to be used in trying to understand and improve cross-cultural and interethnic communication.

★ Films and Video Tapes

WORKSHOP SESSIONS . . . Wednesday, 4:30 P.M.—6:P.M.

★ "Conscious Awareness of the 'Multiple Roles' of the Classroom Facilitator"

Beatriz Garcia de Apodaca

The classroom facilitator is a person who makes learning easier and fun. It may be a "teacher", parent, peer, other student and/or adult—a resource person or consultant, one who supports, cares, and guides the learner's activities, providing opportunities for them to carry on a project, to evaluate and make decisions for themselves . . . the classroom facilitator roles are characterized by relevancy, choice, flexibility, personalization and meaningfulness . . . they are best described as assessor, creator of the environment, collector of materials, ecologist of the learning environment, and organizer of parent involvement.

★ "Responding to Title IV Office for Civil Rights and Title VII, Bilingual Education Needs in the State of Alaska"

Joe Beard, Co-Panel Leader
Pio DeCaro, Co-Panel Leader
Felix Sandoval
Alfredo Aragon

Joe Beard talked of what to expect in the rules and regulations for Title VII when they are finally published and distributed—Pio DeCano discussed the types of resources available through Title VII centers to both Title VII programs and other programs of bilingual education—Felix Sandoval gave an overview of what is expected in the coming guidelines for responding to the needs of linguistically different children—and Alfredo Aragon gave an indication of the types of services provided from the Bilingual Education Center in Portland in response to district requests about compliance with court decisions such as the Lau Case and Lau remedies and anticipated guidelines for carrying out the Lau remedies.

★ "Folklore: Introduction to Folklore"

Richard Dauenhauer

★ "Languages Across Cultures and Language Interferences"

Jang Koo

Discussion touched on the nature of language—number of languages spoken in the world—sounds used in human languages—types of word order used in languages—types of writing systems—speech and non-verbal communication—idiolect, dialect, and language—language learning—record language learning and language interferences—difference between child language learning and second language learning—degrees of difficulty in learning a second language—goals of second language learning—language, thought, and society—cultural differences—language and culture—bilingualism and bilingual education—cultural differences and bilingual education—error analysis, contrastive linguistics, and language teaching.

★ "Adult Education Programs for Bilinguals"

Clark Jones

★ "The Future of Alaska Native Languages"

Michael Krauss

★ "Culture and Language Revitalization in American Schools: Implications for Bilingual-Multicultural Program Development" (Part Two of three continuous presentations)

Carlos Ovando

★ "Psycholinguistic Applications to Bilingual Reading"

Shirley Paolini

★ "Learning Kits: Multi-Media ideas for Classroom Use" (Part One of two continuous presentations)

Martha Stevens

★ "Teaching Reading to the Bilingual Child"

Troy Sullivan

Techniques for evaluating basic perceptual levels of learning—techniques for individualizing student programs—analyzing materials to assist meeting student needs—classroom management and motivation techniques.

★ Oral Tradition in the Classroom"

Terry Tafoya

In dealing with traditional stories, we are dealing with words heard by generations of children (and adults). . . the term "fairy tale" is not a satisfactory translation of Native American oral traditions. Not all Native oral traditions are properly classified as fiction . . . all Native languages . . . make a strong distinction between those stories created to educate and enlighten and those stories repeated for their historical significance—used a story from the Yakima Indians to demonstrate how to tell this story using a flannel board—discussed the reasons why children (and adults) enjoy this legend. Finally, one must understand what story-telling is all about. It is a ceremony in itself. Indian people have long understood the power of words and images . . . I urge you . . . tell a story! Experience it! Look to your own heritage and memorize one of your own people's stories to share with children and give them a part of yourself that grows by sharing . . . Our stories were never created for a printed page. Ink robs them of the songs, gestures and intonations that are so much a part of them. Allow Coyote into the classroom. He's sly. He may never leave!

Terry Tafoya, second from left, discussing issues with Millie Buck, Emma Widmark, and Ernie Casulucan

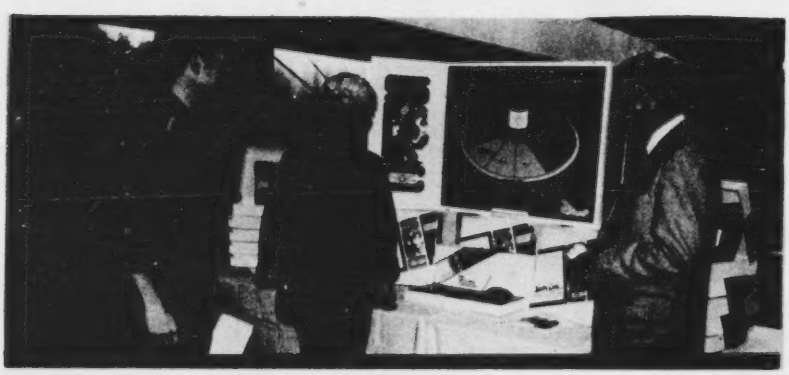
★ "Utilizing Visual Arts Exhibits in Muticultural Education" (Part One of two continuous sessions)

Kes Woodward

Introduction of visual arts exhibition materials available from the Alaska State Museum traveling exhibits, Alaska Multimedia Education kits (from the Alaska State Museum), and other materials from the University of Alaska, the Alaska State Library, Anchorage Historical and Fine Arts Museum, and others—outline of basic handling procedures for traveling exhibits—exhibition techniques—production of community-based temporary exhibits—preparation of works for display—interpretive materials development—publicity.

CONFERENCE . . . Thursday, February 14

Registration and exhibits at the atrium of the Sheraton Anchorage Hotel continued from Wednesday's conference events.



EXHIBITS were placed conveniently around the Atrium and the grand Ballroom Foyer. Exhibitors came from many of the school districts as well as organizations dealing with bilingual-bicutural education both inside and outside of Alaska.

Elizabeth Antley, and her assistant in front of their display from the Arizona Bilingual Materials Development Center at the University of Arizona talking to Joe Beard, Director, NBTRC, University of Washington

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A display of various Native crafts made by students of the Sitka Native Education Program—a program of the Sitka Community Association.

Judy Franklet and Emma Widmark looking at the materials which Minerva Correna of the National Clearinghouse for Bilingual Education in Rosslyn, Virginia had on exhibit.

Susan Metsker, Jim Kari and Carlos Avando viewing materials from the Alaska Native Language Center of the University of Alaska in Fairbanks, Alaska.

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Seated is Angeline Newlin, Inupiat Native Language Specialist with the National Bilingual Materials Development Center, giving out information on the Center's displayed materials.

WORKSHOP SESSIONS . . . Thursday, 8:00 A.M.—9:00 A.M.

* "Cultural Expression Through the Arts"
  Ron Senungetuk

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WORKSHOP SESSIONS . . . Thursday 8:00 A.M.—9:30 A.M.

★ "Individualized Bilingual Instruction (Nationally Validated Bilingual Program)"

Dianne Bar-Cole

IBI was designed to provide a comprehensive direct instructional program for preschool through third grade children, and systematically train instructional staff in the skils necessary to implement the instructional program . . . Instruction is provided to children in English and Spanish oral language, English and Spanish reading, math, handwriting and cultural heritage. The material used is the Spanish Distar.

★ "The Selection and Sequencing of Vocabulary in Developing ESL Reading Skills"

Marianne Inman

Introduction: theoretical bases for selection and sequencing of vocabulary, specification of course or unit objectives, importance of register analysis—bases for vocabulary selection: frequency counts, other strategies—bases for sequencing and presenting: list order, semantic similarity, parts of speech, learning in context, optional number of items--analysis of sample texts: vocabulary categories, selection of items to be taught, proposed sequencing of items.

★ "Culture and Language Revitalization in American Schools: Implications for Bilingual-Multicutural Program Development" (Part Three of three continuous presentations)

Carlos Ovando

★ "Learning Kits: Multi-Media Ideas for Classroom Use" (Part Two of two continuous presentations)

★ "Teaching Reading to the Bilingual Child"

Troy Sullivan

★ "Strategies for Effective Parent/Community Involvement"

Virginia Wiley

Reasons for parent and community involvement—benefits of parent and community involvement to teachers, parents, schools, community, and children—problem areas in parent involvement and possible solutions to them—avenues for parental involvement: community liason, meetings, parent advisory council and committee meetings, open house, student performances, special events, training activities for parents.

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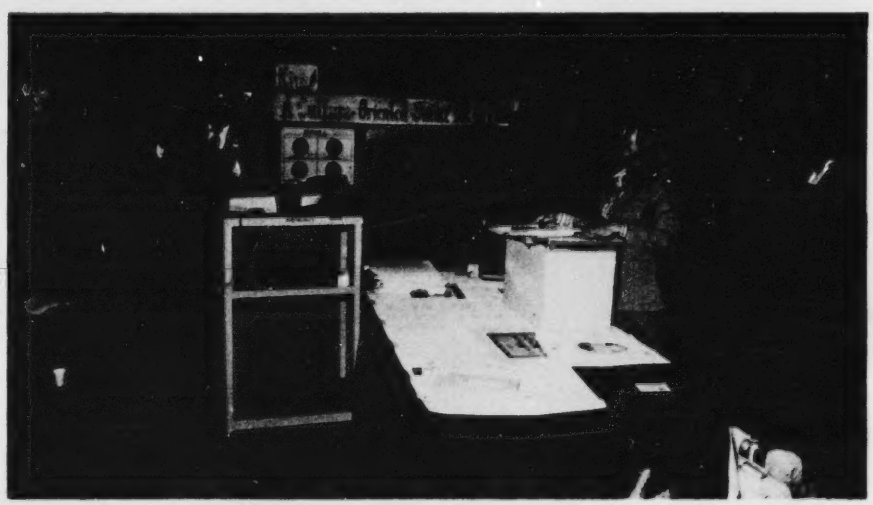

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★ MEETING—NABE-TESOL Organizational Meeting—all interested participants were invited to attend.

Ramon Santiago
Mike Travis

Ramon Santiago, Vice President for the National Bilingual Education Association during the organizational meeting for the Alaska members of NABE and TESOL.

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WORKSHOP SESSIONS . . . Thursday, 8:00 A.M.—11:00 A.M.

★ "Designing and Implementing Programs for Indochinese Students: Cultrual, Linguistic, Educational Backgrounds, Program Models"

Phu Dinh Hoang

★ "Foundations and Methodologies for Teaching English as a Second Language"

Vicki Ross

Review of grammar-translation method, direct method, and audio-lingual method—cognitive-code, the silent way—comparison and discussion of the five methods presented and selecting a method or an approach.

★ "Communicative Style and Discrimination in Alaskan Schooling"

Ron and Suzanne Scollon

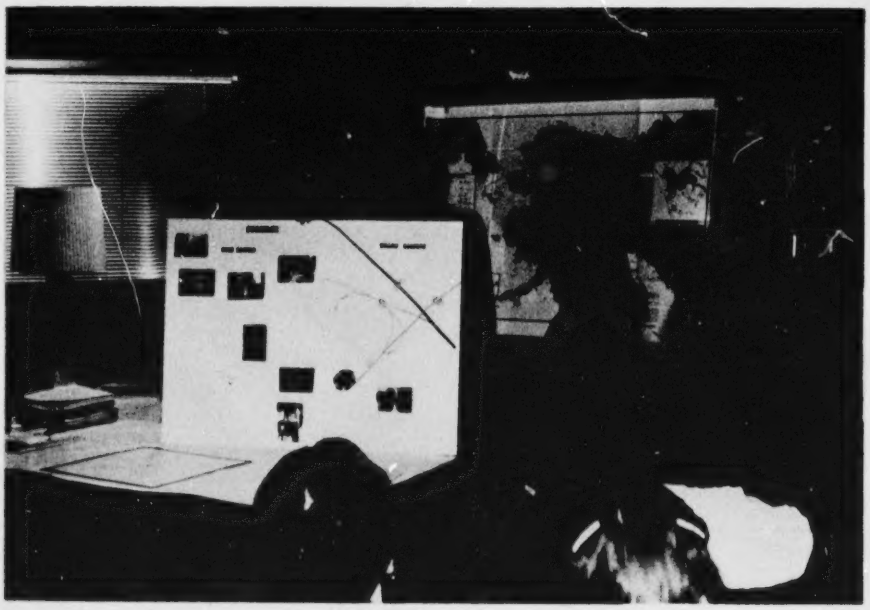
Introduction to Session II, Athabaskan-English interethnic communication: an Alaskan example of difference in communicative style—film "The Long Walk of Fred Young"—discussion groups: Alaskan Education—final general session, and end of Session II.

WORKSHOP SESSIONS . . . Thursday, 9:30 A.M.—11:30 A.M.

★ "Developing a Bilingual/Bicultural Program: Integrating the Program into the Regular Classroom"

Virginia Juettner, Panel Leader
Donna MacAlpine

Focus of presentation was on the history of the Iditarod s program, the process used by the district to conduct research, develop materials, involve parents, teach in the classroom and evaluate the programs—provided participants with specific examples of how students are taught and how support services are delivered—discussed group problems unique to small language groups in rural areas.



Students from the Iditarod Area School District demonstrating spruce root basket weaving.

★ "The Ramifications of Lau vs. Nichols"

Edward H. Steinman

What new programs and plans are necessary to comply with the decision? What skills must a teacher have in a bilingual classroom? How does **Lau** affect teachers' rights? How will funding be affected by Lau? Will current educational programs satisfy the law?

Edward H. Steinman presenting the workshop on **Lau vs. Nichols**

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WORKSHOP SESSIONS . . . Thursday, 9:30 A.M.—12:00 P.M.

★ "Yup'ik Language Materials: An Approach for Nonspeakers"

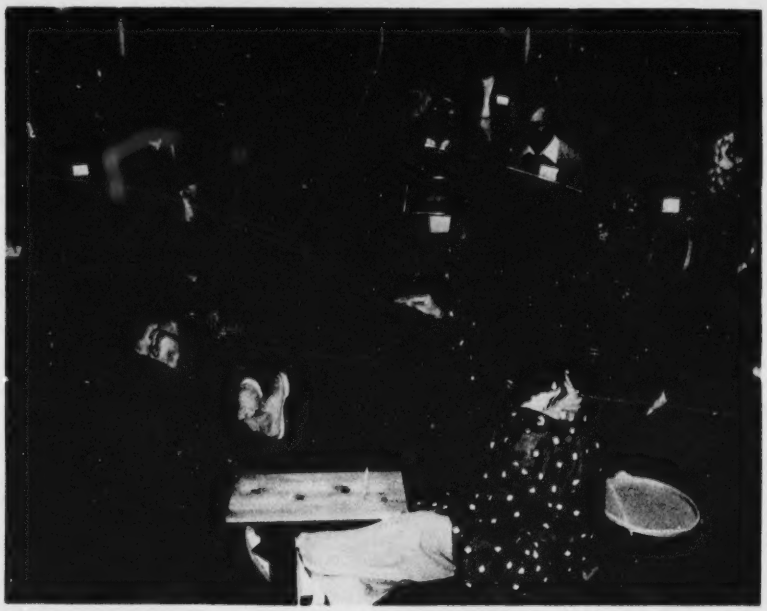
Judy May

Discussed materials developed in the Lake and Peninsula School District village settings by Irene Reed of the Alaska Native Language Center and Yup'ik instructors as well as other Yup'ik speakers. These materials provide a complete approach to teaching Yup'ik orally. They include teacher's manuals, taped directions for the teachers, language master cards, dialogues, flash cards, other pictorial materials, songs, and games.

★ "Bilingual-Bicutural Instructional Materials: What's Available and How to Use Them"

Tupou L. Pulu

At this session explanations of what materials are available in the Native languages of Alaska was once more given. Native games and materials for use in the classroom were demonstrated. Demonstrations on music and how to use Eskimo dance rhythms for learning and appreciation was also given by Dr. Johnston of the Music Department and the Center for Cross-Cultural Studies of the University of Alaska. A number of Native people from the Northwest region assisted with both demonstrations. Finally, participants were given a tour of the Center and were shown a video program on how to teach Inupiaq numbers 1—10. Handout on how to adapt traditional stories for children was also discussed and distributed to all participants.



David and Dinah Frankson demonstrating an Eskimo game—Napaatchaq

Emily Brown danced out to join Dinah Frankson and Margret Seganna

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★ "The Alaska Native Land Claims Settlement Act and Me"

Thomas Richards
Nelson Angapak
Oscar Kawagley
Matthew Nicolai

Mr. Richards introduced three members of the Calista Corporation, Nelson Angapak, the Chairman of the Board of Directors of the Calista Corporation, Oscar Kawagley who is the President of the Corporation, and Matthew Nicolai, the Assistant Vice-President for Opertions of the Corporation. These gentlemen went on to tell what the Calista Corporation means to its shreholders, and of present and future career opportunities available to individual young shareholders because of Calista's activities and unique status as a regional Native profit corporation established under the Alaska Native Claims Settlement Act. Mr. Richards went on to discuss some of the history behind the Native Settlement Act, and the relationship between the individual Alaska Native and his or her corporation. He also made one further point in his presentation, "As Athabascans, Aleuts, Tlingits, Haidas and Tsimshians—the Alaska Native Claims Settlement Act is only one of a large body of Federal law which affects us."

★ "Model Training Course for Personnel in Bilingual Programs"

Ramon Santiago

CONFERENCE LUNCHEON . . . Thursday, 12:00 P.M.—1:30 P.M.

Introduction of the people at the head table was made by Millie Buck, Senior Member, Alaska State Advisory Council for Bilingual-Bicutural Education of the Alaska State Department of Education. Vern Williams, Administrator, K—12 Programs, Alaska State Department of Education, acknowledged the contributions of the various school districts and organizations which contributed to the Conference, and introduced the speaker, Dr. Carlos J. Ovando.

★ LUNCHEON PRESENTATION: "Thanks to the Tower of Babel"

Dr. Carlos J. Ovando,
Assistant Professor of Education,
University of Southern California

". . . And the Lord said, 'Behold the people is one and they have all one language . . . let us go down and confound their language that they may not understand one another's speech . . .' I suppose one could deduce from the Biblical passages that I just read to you that God's decision to pluralize the language experience was partially prompted by the motive to confuse the human race. This Biblical account, in many ways reflects a long standing tendency on the part of people, including educators, to perceive the development of multiple linguistic and cultural traditions as a devisive polarizing misfortune. The appropriate adage would be, 'no thanks to the Tower of Babel . . .' humans have metabolically been preoccupied with constructing fences and boundaries around each other based on linguistic and cultural differences . . . I believe we are entering a new age in the nature of cross cultural relations . . . We find ourselves right now celebrating cultural, bilingual efforts. . . . language revitalization issues are world wide issues . . . As the world moves toward you and cultural and linguistic pluralism as an enriching and promoting positive aspect of human experience, we can at last say, 'Thanks to the Tower Builders.' I would like to think God is sort of happy that we have come around, and we're beginning to see linguistic and cultural differences not as stumbling blocks in human communication, but as a possibility to bridge as you people seem to be doing in Alaska—all sorts of linkages to promote powers that are not going to threaten God but in fact will encourage Him to see us as creative builders and culture makers . . . until we examine the cultural assumptions under which we live for curriculum development, we are not going to move far ahead."

Emily Ivanoff Brown and her friends were among those who attended the luncheon

CULTURAL ARTS PROGRAM

The Anchorage School District Bilingual Program Staff presented a Hispanic entertainment program as well as singing a number of international songs during the luncheon.

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Korean students from Fairview Elementary School, Anchorage, doing one of their entertaining numbers.

Judy Ramos performing a Yakutat Tlingit Indian dance during the luncheon

WORKSHOP SESSIONS . . . Thursday, 1:30 P.M.—3:00 P.M.

- "Individualized Bilingual Instruction (Nationally Validated Bilingual Program)"
  Dianne Bar-Cole
- "Responding to Title IV—Office for Civil Rights and Title VII, Bilingual Education Needs in the State of Alaska"
  Joseph Beard, Co-Panel Leader
  Pio DeCano, Co-Panel Leader
  Felix Sandoval
  Alfredo Aragon

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★ "The Kindergarten Class of Hooper Bay: A Demonstration of the Developmental Yup'ik and Developmental English Language Program of the Lower Yukon School District"

Walter Brown
Dorothy Napoleon

Students carrying on a demonstration as part of conference workshop sessions.

★ Functions of English in Bush Alaska"

Ray Collins, Panel Leader
Virginia Juettner

The workshop began with a discussion of the language/cultural environment in the nine district schools—methods and process for conducting miscue analysis and its use as a research tool and classroom method—summary of some research findings.

★ "Current and Future guidelines for Bilingual-Bicultural Education"

Dean Coon with
Vern Williams and
Judy Franklet as respondents

Copies of the new **Guidelines** were made available for participants in each session—the content of the book was discussed and they included Bilingual-Bicultural Education in Alaska, Provisions for Bilingual-Bicultural Education, Planning and Operating Bilingual-Bicultural Programs, Resources, and an Appendix.

★ "Languages Across Cultures and Language Interferences"

John Koo

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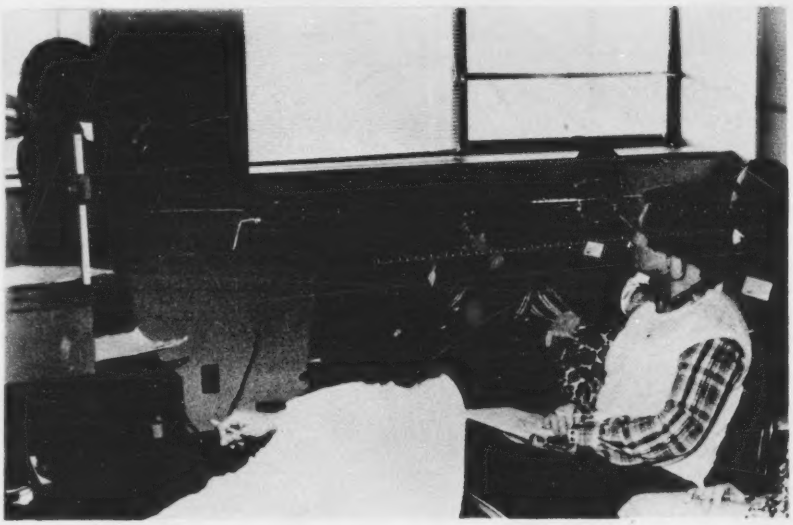
★ "Incorporating the Asian-American Culture in Bilingual E.S.L. Curriculum"

Daisy Lu

"The meaning of an ethnic experience is communicated when the deep structure of a culture is understood. Only then can the surface structure of that culture be integrated and fully appreciated. With this framework and philosophy in mind, aspects of Asian-American cultures are examined as they emerge in content areas such as reading and language arts, social studies and science. These meaningful reflections of culture can be viewed from the perspective of a number of disciplines. Viewed as a process of curriculum reform, educational programs must be conceptual, broadly conceptualized, interdisciplinary, comparative, decision-making and social-action focused."



★ "National Association of Bilingual Education: How It Works for You"

Ramon Santiago

★ "Cultural Expression Through the Arts"

Ron Senungetuk

★ "Student Presentations of Bilingual Programs in Alaskan School Districts"

Mike Travis, Moderator

Presentations were given by students from the Northwest Arctic School District, Iditarod Area School District, Sitka Borough School District, Bering Strait School District and North Slope Borough School District. Presenters told of their involvement in bilingual-bicultural education classes or activities in their schools.

★ "Strategies for Effective Parent/Community Involvement"

Virginia Wiley

GENERAL SESSION . . . Thursday, 3:00 P.M.—4:30 P.M.

Remarks and **Introduction** were made by Robert Davis, Deputy Director, Division of Management, Law and Finance, State of Alaska.

Presentation "Teacher Responsibility and Bilingual Education"

Dr. Edward H. Steinman,
Professor of Law,
University of Santa Clara,
California

". . . the most important thing that you, the teacher, can do is to have the right attitude, because bilingual education is no longer a legal issue. It's really no longer an educational issue. It's a political issue . . . your major responsibility as a teacher beyond your students is to understand that political issue . . . the **Lau vs Nichols** affects approximately five million children in this country . . . the reallocation of hundreds of millions if not billions of educational dollars. That's the political issue . . . in the responsibilities of bilingual teachers, you must become bilingual, or not be in a bilingual program . . . you've got to be a bilingual-bicultural teacher to teach LAU children, children who are non- and limited-English speaking. Well, what's a bilingual-bicultural teacher? The LAU guidelines say, "Teachers who are familiar with linguistic and cultural backgrounds of students," . . . where do we find the teachers with the necessary competencies? . . . go to those colleges and universities . . . put greater pressures on your universities and colleges . . . take advantage of fellowship programs, in-service training, use of aide . . . plan the curriculum, develop the materials, try to adapt programs that meet the individual needs of the children you have . . . to me, there are two ways that you can make the bilingual education programs effective; one is working with parents, and the second is a meaningful identification . . . it is important that there be effective personal communication between the teacher and the parent . . . do all that is in your power to make sure that children in your school district that you think might be LAU children are properly tested and assessed . . . There's a lot of hell being argued about bilingual education. Teachers are right in the midst of it, and your responsibilities are not just to understand the law, but your responsibilities are to overcome a lot of negative attitudes . . . (if the educational program offered the child is not good) you, as teachers, have the responsibility to make sure the program is changed."

SOCIAL HOUR and STUDENT PERFORMANCES . . . 4:30 P.M.—6:00 P.M.

The Alaska State Advisory Council for Bilingual-Bicultural Education and students hosted a cultural hour serving hors d'oeuvres for conference participants in one of the ballrooms. Many people attended the activity and were delighted with the opportunity to mingle with each other and to relax while being entertained by student talent provided by the Tuma Theatre, the Hooper Bay School Dancers and the Wainwright Dancers.

Hooper Bay School Dancers at the conference doing traditional Yup'ik dances. Their teacher is dancing on the right.

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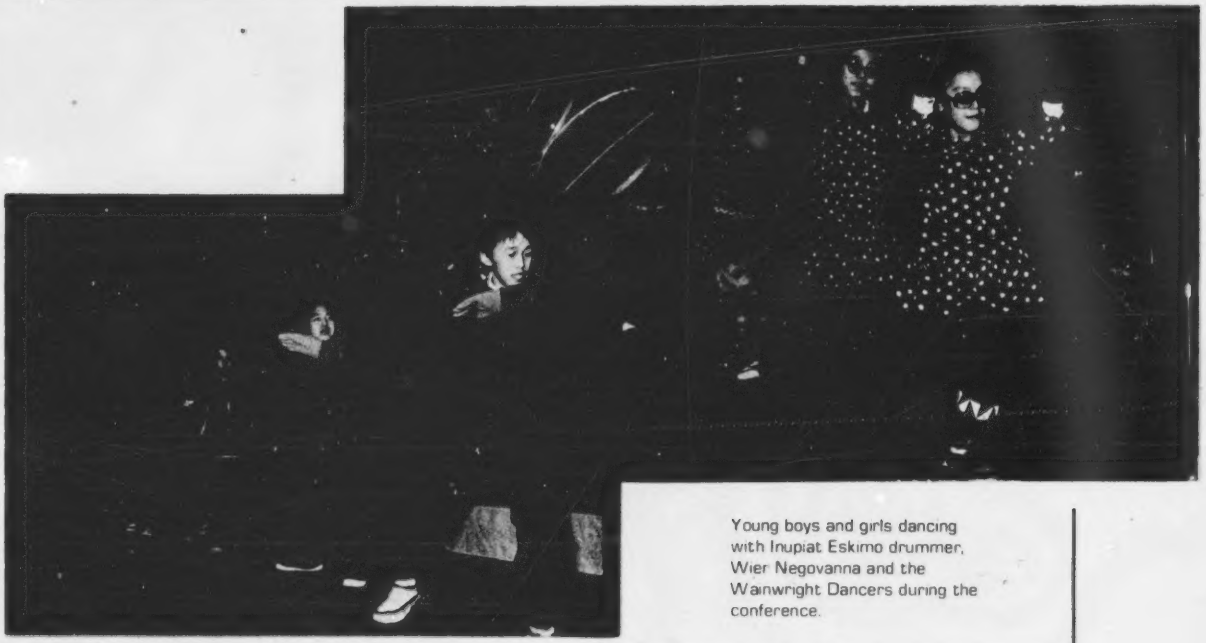

Young boys and girls dancing with Inupiat Eskimo drummer, Wier Negovanna and the Wainwright Dancers during the conference.

The Tuma Theatre performed Raven Faces, the stories of Raven as expressed in the various indigenous cultural groups of the state of Alaska.

TUMA THEATRE PRESENTS

RAVEN FACES
DIRECTED BY JOSHUA WEISER

1. Athabaskan Entrance Song
2. Introduction
3. Tlingit Raven Dance
4. Tlingit Story: How Raven Brought Fresh Water to the People
5. Yupik Dance: Hunting Song
6. Yupik Story: The Crow and the Land Otter
7. Athabaskan Raven Dance
8. Athabaskan Story: Raven Builds Alaska
9. Yupik Dance: Dancing Song
10. Inupiaq Story: Raven and the Owl
11. Haida Ending Dance
12. Conclusion

CAST

IN ORDER OF APPEARANCE:	ROLES PLAYED:
1. Charles Natkong (Hydaburg)	Haida Raven, Dancer, Gunuk
2. Chuna McIntyre (Eek)	Yupik Raven, Dancer
3. Elie Stickman (Nulato)	Athabaskan Raven, Swan, Dancer
4. Omie Lincoln (Nome)	Inupiaq Raven, Swan, Owl, Dancer
5. Donna Galbreath (Mentasta)	Introduction, Narrator, Dancer
6. Christine Andrews (Togiak)	Narrator, Swan, Dancer
7. Silas Alexander (Fort Yukon)	Raven, Swan, Dancer
8. Cammie Okitkun (Kotlik)	Smoke Hole, Swan, Dancer
9. Charlotte Senungetuk (Nome)	Swan, Dancer
10. Barbara Nick (Bethel)	Smoke Hole, Dancer, Swan
11. Vernon Chimgalrea (Bethel)	Narrator, Smoke Hole, Swan, Dancer
12. Theresa John (Toksook Bay)	Land Otter, Swan, Dancer
13. Molly Galbreath (Mentasta)	Dance/Song Instructor, Drummer
14. Eva Mossit (Mentasta)	Dance/Song Instructor, Singer
15. Micky Stickman (Nulato)	Raven, Dancer
16. Mona Purdue (Fairbanks)	Swan, Dancer
17. Carrie Beaver (Bethel)	Swan, Narrator, Dancer
18. Bobby Soloman (Fort Yukon)	Swan, Raven, Dancer

Costume Design: Christine Andrews, Chuna McIntyre, Molly Galbreath, and Joshua Weiser
Athabaskan mask carved by Tony Glazier from Northway
Yupik mask carved by Chuna McIntyre
Inupiaq mask loaned by Glen Simpson (art instructor at U. of A. Fairbanks)

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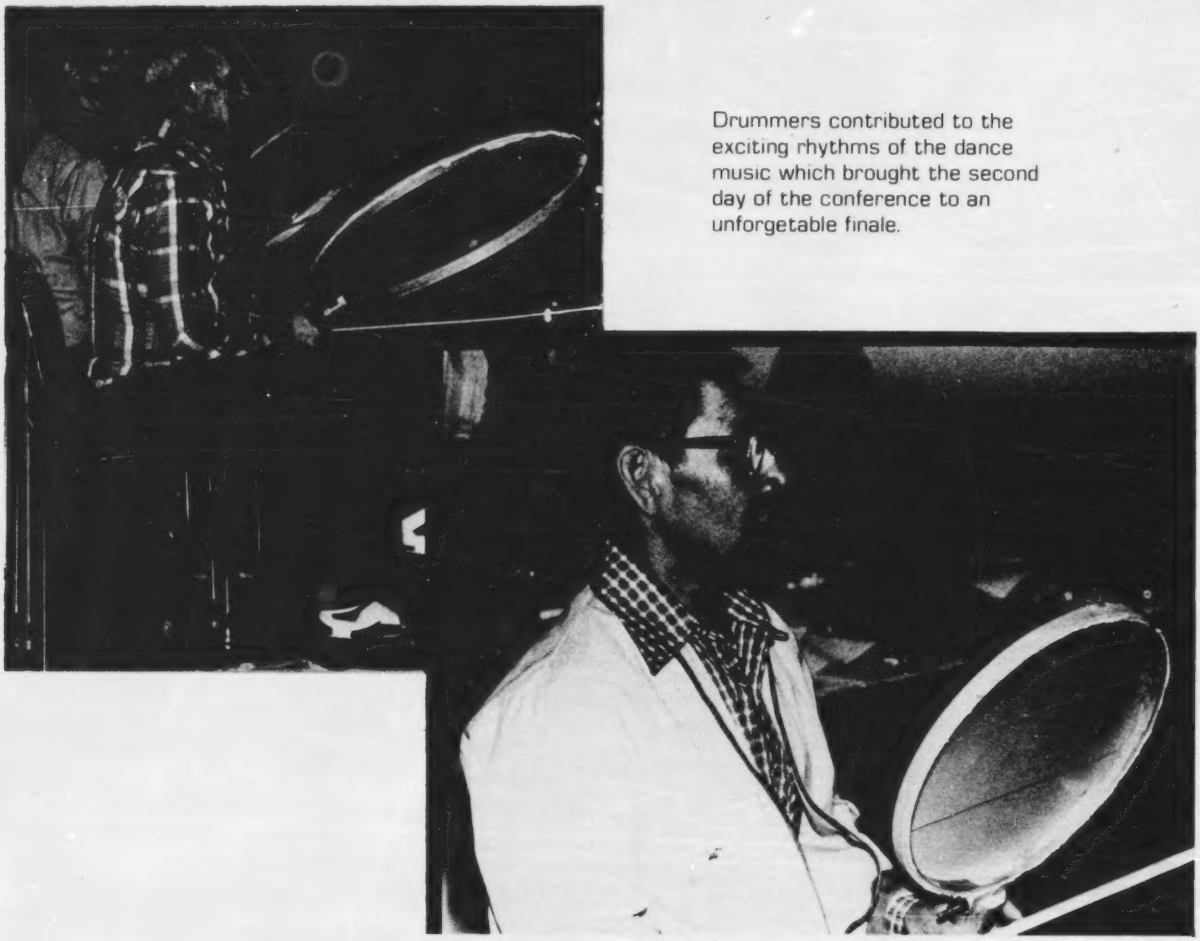

Drummers contributed to the exciting rhythms of the dance music which brought the second day of the conference to an unforgetable finale.

CONFERENCE . . . Friday, February 15

Registration and viewing of the exhibits were continued at the Atrium.

WORKSHOP SESSIONS . . . 8:00 A.M.—9:30 A.M.

- "The Ramifications of **Lau vs Nichols**"

  Edward H. Steinman

- "Strategies for Classroom Management Using DYL (Developmental Yup'ik Language) and DEL (Developmental English Language) Programs"

Betty Huffmon	Cathy Tulim	Gabriel Baker
Maureen Boyle	Karen Bayayok	Dawn Samuelson
Sandra Opalka	David Rodgers	Sophie Komakhok

Demonstrated lessons with teachers and students to show how both languages (English and Yup'ik) can be used to reinforce learning in a meaningful way. The Rich program was also presented, and a learning kit used as a resource for lessons on animals and how the Eskimos depended on them and hunted them was also introduced.

Many workshops were assisted by Native adults and children to clarify procedures and methodologies in bilingual-bicultural education.

Students came from the Lower Kuskoswim and Lower Yukon School Districts to participate in workshop demonstrations.

★ A̲x Toowú Yak'éi Lingít̲x X̲át Sateeyí (I am very happy that I am Tlingit)"

Isabella Brady and
Gajaa Heen Students

The program covered a history of Charlie Joseph Sr., who contributed to the success of the program. Other areas discussed were language sounds and sample sentences, carving and design, beading, developing a song in the Tlingit tradition, teaching drumming and song-calling and explanations and demonstrations of the dance movements, song words and language, and the dance regalia.

Gajaa Heen Dance Group from the Sitka Native Education Program

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★ "Development and Use of Yup'ik Second Language Materials"

Mark Hiratska, Panel Leader
Andrew Paukan

★ "Finding the Fantastic: Finding the Gifted Alaska Native Student"

Barbara Doak, Panel Leader
Diane LeResche
Regina Brown
Patsy Aamodt

Discussions covered the legal background for programs where schools are required to provide special programs for gifted students ages 3 to 19, difficulties and barriers of operating a program and of identifying gifted students, the use of standardized tests and measurements, and some of the controversial issues... the greatest need is not for improved identification procedures but for more and better teacher training regarding how to teach the gifted.

★ "Teaching Alaska Native Culture Through Dance and Drama"

Chuna McIntyre and
Nunamta Dancers

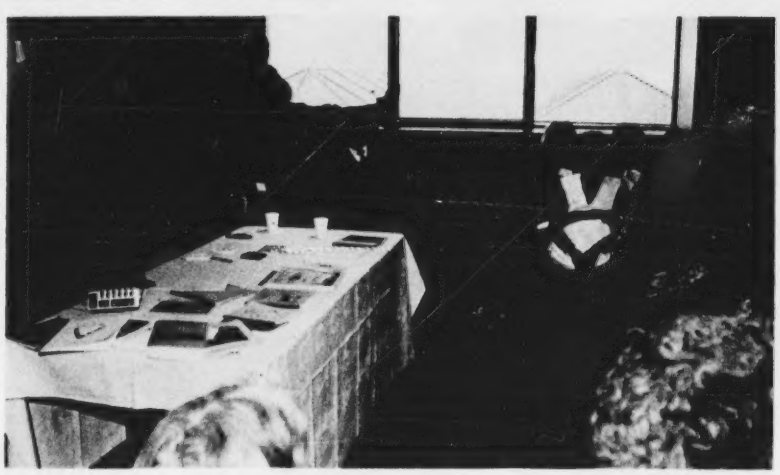
★ "Oral Teaching Strategies for Alaskan Native Languages as Second Languages"

Father Michael Oleska

★ "Linguistic and Cultural Considerations for Athabaskan Programs"

Katherine Peter, by tape
Eliza Jones
Millie Buck
Velma Schafer
Madeline Solomon
Zenia Koiyaha
Maxim Chikalusion

The session began with playing Katherine Peter's tape. Members of the panel introduced themselves and told about their work in the village schools. Then Ms. Jones explained about story telling in her area. The rest of the panel discussed when, how, why, to whom, and where stories were told in their respective areas.



Eliza Jones giving a presentation on Koyukon Athabaskan

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★ "Guidelines for Proficiency Testing in Bilingual-Bicutural Education"

Tupou L. Pulu

Discussions followed the content of a booklet by the same title as the session. The booklet was written by Ms. Pulu and Robert Silverman of the Northwest Regional Laboratory. Topics covered were legal bases for testing, state of the art of language proficiency testing, current emphases, general testing techniques, selection of instruments, adaptation of instruments, and development of instruments.

Bilingual instructors and some district coordinators listened to Ms. Pulu's presentation

★ "Model Training Course for Personnel in Bilingual Programs"

Ramon Santiago

★ Films and Video Tapes

WORKSHOP SESSIONS . . . Friday, 1:30 P.M.—4:00 P.M.

★ "Utilizing Visual Arts Exhibits in Multicultural Education"

Kes Woodward

WORKSHOP SESSIONS . . . Friday, 1:30 P.M.—4:30 P.M.

★ "Community School Relations Training for Community School Boards"

Celedonio Montes, Panel Leader
Francisco Loera

WORKSHOP SESSIONS . . . Friday, 4:30 P.M.—5:00 P.M.

★ "Career Opportunities in Cross Cultural Education"

Levon Ahtone French, Panel Leader
Mike Travis

This workshop for high school students focused on ways students could discover their interest in careers and included discussions of careers with well-known Alaskan educators.

★ "Developing and Using Multicultural Education Kits"

Tsuguo Arai and
Jacques Bon Figlio
Cynthia Rathbun
Maria Heirich
Ned Lewis
Jade Vittonen

The Bilingual Resource Teachers explained the various materials and how to make effective use of them as a part of the district's Bilingual Education Program. The multicultural education kits were developed by the Bilingual Education Program in the Anchorage School District. These kits are for the Spanish, Korean, Japanese, and Pilipino cultures. Each box of cultural materials contains artifacts, maps, books, clothes, casette tapes, records, posters, musical instruments, recipes and brochures. Also included in the kits is an instructor's manual on how to use these materials for regular classroom teachers who may not be familiar with them.

★ "Planning and Implementing Project Evaluations"

Marjorie Powell

The presentation covered major issues in managing evaluations of bilingual projects funded by ESEA Title VII and/or state monies. The issues covered included those presented in the draft booklet, Program Evaluation as a Title VII Management Tool. Specific examples of projects in Alaska, often described at the sessions by project staff attending the session, were used as the basis for discussion of the evaluation issues ... Several questions about problems which are unique to Alaska were raised by participants and discussed in terms of available evaluation methods, instruments and resources for assistance.

★ "Strategies for Classroom Management Using DYL, DEL, Learning Kit and Microrecordings"

Betty Huffmon
Maureen Boyle
Sandra Opalka

★ "Dealing with Eskimo Languages as They Change"

Lawrence Kaplan
Steven Jacobson
Edna MacLean

Introduction to the question of language change—general types of language change which are found throughout all languages—discussions focused on the queston of changes which are taking place within the Eskimo languages and their effect.

★ "Conversational Tlingit"

Jeff Leer, Panel Leader
Isabella Brady

★ "Stories, Poetry and Bicultural Learning"

Catherine McNamara

★ "Oral Teaching Strategies for Alaskan Native Languages as Second Languages" (Part Two of two continuous presentations)

Father Michael Oleksa

★ "Cross-cultural Inservice Training for Teachers of Culturally Different Students"

Sanchez Paris

★ "'Ikayurilriit Unatet' Helping Hands (Community and Teachers Sharing Ideas)"

Andrew Paukan, Panel Leader
Catherine Collier
Flora Nicori

POST CONFERENCE MEETING . . . Friday, 5:00 P.M.—6:00 P.M.

A post conference meeting for conference presenters, staff, the Advisory Council, and the Department of Education staff was held. Moderating this meeting was Judith Strohmaier, conference Coordinator for the Sixth Annual Bilingual-Bicultural Education Conference.

CONFERENCE BANQUET . . . Friday, 7:00 P.M.—10:00 P.M.

A large percentage of the conference participants attended the Conference Banquet. Friends and interested guests were also present to enjoy the closing activities during the banquet. It was a night worth remembering until the next conference.

Anna Mana Ferraro, Vice-Chairperson for the Alaska State Advisory Council for Bilingual Education was Mistress of Ceremonies

Thelma Langdon, President of the Alaska State Board of Education brought greetings from the State Board of Education and extended congratulations for a most successful conference.

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Marshall Lind, Commissioner of Education thanked the Bilingual-Bicultural Education staff and others from the Education Department for their fine work in taking over one of the biggest challenges in education—bilingual education.

At the end of Marshall Lind's speech, presentations were made to all the supporters and donators of time and materials to the Conference. The presentations consisted of three little Native paper figures planted on a round piece of birchwood.

Multicultural Arts Program, "Our People, Our Land"

All the people who attended the banquet were treated to a rare entertainment of an international flavor by the Casulucan Dancers, Anchorage Folkdance Consortium, Gajaa Heen Dancers, Sarah Jenkins, Nunamta Dancers, Tuma Theatre and the Gambell Dancers.

The Casulucan Dancers performing some of the dances of the Philipines, their native country.

Ernest and Cora Casulucan

Sheila Casulucan

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The Anchorage Folkdance Consortium performing folk dances of Europe.

Men of the Anchorage Folkdance Consortium.

The Gajaa Heen Dancers performed Tlingit dances from Sitka.

Judy Franklet, Bilingual-Bicultural Program Manager was presented a button blanket by the Gajaa Heen Dancers in recognition of her work and their love and respect for her.

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Sarah Jenkins sang some very beautiful Japanese songs for the enjoyment of everyone at the banquet.

The Nunamta Dancers and the Tuma Theatre performed once more. Everyone marvelled at the dramatic talents of the Native Alaskan students. The final performance was given by the Gambell Dancers.

Many people came to attend the Conference—and be with each other to learn and do things together—

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. . .and then it was over, finished for another year. But friendships made, ideas gained, determination renewed—all continue to strengthen the Bilingual-Bicultural Programs. Evaluations from the participants, both written and oral, indicated that the Sixth Annual Bilingual-Bicultural Conference, like the five before it, was a great success.

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A Statement of the Policy of the Alaska State Board of Education concerning Bilingual and Cross-Cultural Education

"The Board strongly supports efforts to provide a thorough program of instruction in relevant foreign and indigenous languages and cultures."